

AMENDED IN SENATE APRIL 24, 2000
AMENDED IN SENATE AUGUST 17, 1999
AMENDED IN SENATE JULY 8, 1999
AMENDED IN SENATE JULY 1, 1999
AMENDED IN ASSEMBLY MAY 28, 1999
AMENDED IN ASSEMBLY MAY 6, 1999
AMENDED IN ASSEMBLY APRIL 27, 1999

CALIFORNIA LEGISLATURE—1999–2000 REGULAR SESSION

ASSEMBLY BILL

No. 475

Introduced by Assembly Member Ducheny

February 18, 1999

An act to ~~amend Sections 99204 and 99206 of, and to add and repeal Article 3 (commencing with Section 99230) of Chapter 5 of Part 65 of, the Education Code, relating to instructional strategies;~~ *add Section 71093 to the Education Code, relating to postsecondary education, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.*

LEGISLATIVE COUNSEL'S DIGEST

AB 475, as amended, Ducheny. ~~Instructional strategies~~
Postsecondary education: Community College Leadership Institute.

~~Existing law provides for the establishment of statewide subject matter projects to create opportunities for researchers, higher education faculty, and elementary and secondary school faculty to work together to identify exemplary teaching practices; examine and develop research on learning, knowledge, and educational materials; and provide support to teachers to develop and enhance the content knowledge and pedagogical skills necessary to implement specified standards adopted by the State Board of Education. Under existing law, these provisions become inoperative on June 30, 2002, and are repealed as of January 1, 2003 sets forth the missions and functions of California's public and independent segments of higher education and their respective institutions of higher education. Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law requires the board of governors to appoint a chief executive officer, known as the Chancellor of the California Community Colleges, and specifies the duties and powers of that office.~~

~~This bill would require the statewide subject matter projects to commence pilot projects to support and assist preinternship permit teachers to meet subject matter requirements in the areas of reading, mathematics, history, science, and additional fields that will prepare them to fulfill requirements for entry into teacher preparation programs leading to certification, as specified. The bill also would require the statewide subject matter projects to provide support and assistance to teachers of English language learners to ensure that instructional strategies designed to transition those learners to English also support the academic development of these pupils in core subject areas. The bill would require that these projects be evaluated, as prescribed, and the findings of this evaluation be reported to the State Board of Education, the Governor, and the Legislature on or before July 1, 2002.~~

~~These provisions would become inoperative on June 30, 2002, and would be repealed as of January 1, 2003 require the Chancellor of the California Community Colleges to establish and operate a Community College Leadership Institute to~~

recruit and train community college faculty and administrators. The bill would require that the institute operate a doctoral fellows program for the purpose of assisting qualified individuals to complete preparation for community college leadership at the doctoral level. Under the bill, these individuals would be required to serve as faculty members or administrators in the California Community Colleges for at least 5 years after leaving the doctoral program.

The bill would appropriate \$1,500,000 from the General Fund to the chancellor for allocation for this purpose.

The bill would declare that it is to take effect immediately as an urgency statute.

Vote: ~~majority~~ ^{2/3}. Appropriation: ~~no~~ yes. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

1 ~~SECTION 1. — Section 99204 of the Education Code is~~

2 SECTION 1. (a) The Legislature finds and declares
3 all of the following:

4 (1) Approximately 1,500,000 students in California
5 depend upon the public community colleges for all or
6 part of their college education. Of these students, almost
7 1,000,000 attend full time. Community colleges also play
8 a vital role in educating California's minority populations,
9 reflecting California's growing workforce, with a student
10 body that is 12 percent Asian, 7.4 percent
11 African-American, 3.2 percent Filipino, 24.4 percent
12 Latino, and 1 percent American Indian.

13 (2) California depends upon the graduates of
14 community colleges to fill critically important jobs in the
15 economy. Community colleges are the avenue for the
16 realization of educational aspirations vital to meeting
17 California's future workforce needs.

18 (3) The campuses of the California Community
19 Colleges are a precious asset for the entire state, with a
20 unique focus for each of the 107 communities served. But
21 the community colleges cannot do their job without a
22 sufficient number of skilled faculty and administrators.

1 (4) Simply to accommodate anticipated enrollment
2 growth, California community colleges must hire 16,000
3 more faculty and 1,000 more administrators in this
4 decade. The necessity of replacing retiring faculty and
5 administrators will increase these hiring requirements
6 substantially. Additionally, key administrative positions
7 now attract smaller numbers of well-qualified candidates
8 than in earlier years, and high turnover rates are being
9 experienced.

10 (5) It is essential that innovative and cost-effective
11 means be established to strengthen the preparation of
12 both faculty and administration for their vital roles in the
13 community college system. These programs should
14 ensure access, at a reasonable cost, to necessary
15 preparation at both master's and doctoral levels and
16 access to other forms of advanced preparation.

17 (6) Most leadership programs for community college
18 administrators are inaccessible to these leaders.
19 Approximately 40 percent of all doctoral degrees granted
20 to the chief executive officers (CEOs) of community
21 colleges were granted by institutions outside of California
22 and, among the doctoral degrees awarded to community
23 college CEOs in California, 80 percent were granted by
24 private institutions.

25 (7) It is in the best interests of the State of California
26 to address the faculty, administrative, and leadership
27 needs of the state's community colleges, and to ensure
28 that these needs are met.

29 (8) In order to strengthen community college
30 leadership, a variety of initiatives should be undertaken
31 to prepare and assist leaders in many different roles and
32 at different levels of seniority. These efforts should
33 include, but not necessarily be limited to, doctoral and
34 master's degree programs tailored to community college
35 leadership needs, certificate programs at the university
36 level to help prepare individuals beginning in leadership
37 roles, intensive short-term programs (typically in the
38 summer) to provide advanced leadership training, and
39 programs readily accessible in the various geographical
40 regions of the state to provide ongoing professional

1 *development opportunities for community college*
2 *faculty, administrators, and trustees.*

3 *(b) It is, therefore, the intent of the Legislature to*
4 *enact legislation to accomplish all of the following:*

5 *(1) To strengthen the leadership of the California*
6 *Community Colleges in their role of providing effective*
7 *instruction and institutional support for a larger and more*
8 *diverse student body. For purposes of this act, leadership*
9 *is broadly defined, and includes leadership as exercised in*
10 *faculty, administrative, and trustee roles.*

11 *(2) To vest the responsibility for developing and*
12 *supervising the programs in a Community College*
13 *Leadership Institute, which shall operate as part of a*
14 *doctoral level university in California.*

15 *(3) To vest state responsibility for establishing and*
16 *monitoring the institute in the Chancellor of the*
17 *California Community Colleges, working closely with an*
18 *advisory committee of faculty, administrative, and*
19 *trustee leaders designated by the chancellor for this*
20 *purpose.*

21 *SEC. 2. Section 71093 is added to the Education Code,*
22 *to read:*

23 *71093. (a) The Chancellor of the California*
24 *Community Colleges shall establish and operate a*
25 *Community College Leadership Institute to recruit and*
26 *train community college faculty and administrators.*

27 *(b) The institute shall work closely with individual*
28 *colleges and districts, employee organizations, and other*
29 *professional organizations. The institute shall also*
30 *cooperate with other public and private universities in*
31 *establishing and improving degree and nondegree*
32 *programs and offering to strengthen community college*
33 *leadership. The institute shall aggressively seek funding*
34 *to supplement state support from other governmental*
35 *sources, individual community colleges and community*
36 *college districts, and other private sources as appropriate.*

37 *(c) (1) Among the programs operated by the*
38 *institute shall be a doctoral fellows program. The purpose*
39 *of this program is to assist qualified individuals to*
40 *complete preparation for community college leadership*

1 at the doctoral level, with an accompanying commitment
2 to serve in the California Community Colleges for a
3 specified number of years after completion of the degree.

4 (2) Doctoral fellows shall be selected by the institute
5 based upon potential for leadership in the community
6 colleges, as evidenced by accomplishments and personal
7 commitment demonstrated in an educational setting,
8 commitment to a career in the community colleges,
9 residence in the State of California, and current or past
10 employment in a California Community College.

11 (3) Doctoral fellows may complete their degrees in
12 any regionally accredited postsecondary institution in the
13 State of California that offers a doctoral degree. Selection
14 of the institution attended shall be solely at the discretion
15 of the doctoral fellow, and admission to the institution
16 shall be solely at the discretion of that institution.
17 Achieving a diversity of doctoral students reflective of the
18 enrollment of the community colleges shall be a
19 commitment of each participating institution.

20 (4) The annual amount of the doctoral fellowship shall
21 be equal to the maximum annual award of the Cal Grant
22 Program established pursuant to Article 3 (commencing
23 with Section 69530) of Chapter 2 of Part 42.

24 (5) Upon leaving a doctoral program, whether the
25 degree has been achieved or not, each fellow shall serve
26 as a faculty member or administrator for at least five years
27 in the California Community Colleges. A fellow who fails
28 to complete the required five years of service shall repay
29 the State of California a portion of the state fellowship
30 support that he or she has received that is proportionate
31 to that part of the five-year period of service not
32 completed.

33 SEC. 3. The sum of one million five hundred thousand
34 dollars (\$1,500,000) is hereby appropriated from the
35 General Fund to the Chancellor of the California
36 Community Colleges, for allocation, for the 2000–01 fiscal
37 year, for the purposes of Section 71093 of the Education
38 Code.

39 SEC. 4. This act is an urgency statute necessary for
40 the immediate preservation of the public peace, health,

1 *or safety within the meaning of Article IV of the*
2 *Constitution and shall go into immediate effect. The facts*
3 *constituting the necessity are:*

4 *In order for the Community College Leadership*
5 *Institute to operate commencing with the 2000-01*
6 *academic year, it is necessary that this act take effect*
7 *immediately.*

8 ~~amended to read:~~

9 ~~99204. This article shall be operative, and shall apply~~
10 ~~to the University of California, only for the times that the~~
11 ~~Legislature has appropriated funds therefor and the~~
12 ~~Regents of the University of California have accepted the~~
13 ~~funds. No provision of this article applies to the University~~
14 ~~of California unless the Regents of the University of~~
15 ~~California, by resolution, make that provision applicable.~~

16 ~~SEC. 2. Section 99206 of the Education Code is~~
17 ~~amended to read:~~

18 ~~99206. This article shall become inoperative on June~~
19 ~~30, 2002, and, as of January 1, 2003, is repealed, unless a~~
20 ~~later enacted statute that is enacted before January 1,~~
21 ~~2003, deletes or extends the dates on which it becomes~~
22 ~~inoperative and is repealed.~~

23 ~~SEC. 3. Article 3 (commencing with Section 99230) is~~
24 ~~added to Chapter 5 of Part 65 of the Education Code, to~~
25 ~~read:~~

26
27 **Article 3.—Teachers of English Language Learners**
28

29 ~~99230. The Legislature finds and declares the~~
30 ~~following:~~

31 ~~(a) Successful efforts to reduce class size in California~~
32 ~~classrooms have resulted in a dramatic increase in the~~
33 ~~number of emergency teaching permits issued by the~~
34 ~~Commission on Teacher Credentialing. Most emergency~~
35 ~~permit teachers have not completed subject matter~~
36 ~~courses required of teacher candidates enrolled in~~
37 ~~teacher preparation programs and are underprepared to~~
38 ~~teach. For the 1996-97 school year, the commission issued~~
39 ~~over 12,000 emergency multiple subject permits~~
40 ~~compared to under 6,000 permits for the 1995-96 school~~

1 year. Of all multiple subject emergency permits issued, 50 percent are assigned to kindergarten and grades 1 to 3, inclusive.

(b) Among these emergency teaching permitholders is a group designated as preinterns, for whom obtaining an emergency credential is the first step in an established path to earning a teaching credential. Subsequent steps in the path include: professional development under their employer's approved plan; receipt of support from an experienced teacher; coursework at an institute of higher education to complete their subject matter requirement; and successful passage of the Multiple Subject Assessment for Teachers (MSAT). Upon completion of all of these steps, candidates may enroll in internship programs approved by the Commission on Teacher Credentialing. There is a need to enhance the subject matter knowledge of these preintern teachers consistent with the requirements of the MSAT and the academic content standards adopted by the State Board of Education to facilitate their becoming credentialed teachers.

(c) Teachers with strong foundations of academic content knowledge in the subject areas that they teach are more likely to be effective in promoting and improving pupil learning in those subject areas than are teachers without those foundations.

(d) About 1,400,000 pupils, or nearly 25 percent of the pupils in California's classrooms, are English language learners (ELL). The state must invest in opportunities for the teachers of ELL to learn the most effective ways of transitioning these pupils to English in one year, consistent with Proposition 227, while not sacrificing their academic development in core subject areas.

(e) The statewide subject matter projects provide an infrastructure of collaboration, leadership, and expertise for providing subject-matter-specific professional development to teachers in the areas of reading, literature, writing, mathematics, science, history, social science, international studies, foreign language, visual and performing arts, physical education, and health.

1 ~~99231. The statewide subject matter projects,~~
2 ~~pursuant to Article 1 (commencing with Section 99200),~~
3 ~~with funds appropriated for this purpose, shall commence~~
4 ~~pilot projects to support and assist preinternship permit~~
5 ~~teachers to meet subject matter requirements in the~~
6 ~~areas of reading, mathematics, history, science, and~~
7 ~~additional fields that will prepare them to pass the~~
8 ~~Multiple Subject Assessment for Teachers examination~~
9 ~~and fulfill requirements for entry into teacher~~
10 ~~preparation programs leading to certification. The~~
11 ~~statewide subject matter projects shall also provide~~
12 ~~support and assistance to teachers of ELL to ensure that~~
13 ~~instructional strategies designed to transition ELL to~~
14 ~~English also support the academic development of these~~
15 ~~pupils in core subject areas. These pilot projects shall be~~
16 ~~located at sites throughout the state to meet the diverse~~
17 ~~needs of preintern teachers serving different regions and~~
18 ~~different school settings, with varied backgrounds in their~~
19 ~~preparation, in order to meet the demands of teaching.~~

20 ~~99232. Subject matter training for ELL teachers, and~~
21 ~~the pilot projects established under this article, shall~~
22 ~~provide subject matter training for all teachers and~~
23 ~~preinternship teachers, pursuant to Section 99231,~~
24 ~~through intensive summer institutes for teachers of~~
25 ~~kindergarten and grades 1 to 8, inclusive, focused on the~~
26 ~~subject matter areas encompassed in the Multiple Subject~~
27 ~~Assessment for Teachers examination and followup~~
28 ~~activities during the academic year at schoolsites, on~~
29 ~~university campuses, and through on-line resources.~~
30 ~~These institutes shall be known as the “Denise Moreno~~
31 ~~Ducheny Teaching Academies.”~~

32 ~~99233. For the purposes of Section 99232, the summer~~
33 ~~institutes and followup activities shall be designed to~~
34 ~~accomplish the following:~~

35 ~~(a) Provide participating teachers with strong~~
36 ~~foundations of academic content knowledge to improve~~
37 ~~their effectiveness in promoting and improving pupil~~
38 ~~learning based on curriculum content standards adopted~~
39 ~~by the State Board of Education.~~

~~(b) Provide participating teachers with strong foundations of academic content knowledge to prepare them to pass the Multiple Subject Assessment for Teachers examination and obtain entry into teacher preparation programs leading to certification.~~

~~(c) Provide participating teachers with a strong foundation of subject-specific pedagogical knowledge to ensure that they can effectively transition ELL pupils to English in one year while enhancing their academic knowledge and understanding in core subject areas.~~

~~(d) Deploy statewide subject matter project teacher leaders to conduct the summer institutes and facilitate followup activities.~~

~~(e) Provide, first and foremost, for the needs of teachers and schools whose pupils' performance on the achievement test designated by the State Board of Education, pursuant to Section 60642, ranks in the bottom 40 percent of all California schools, as measured by the test.~~

~~99233.5. A two-year independent evaluation of the effectiveness of the pilot projects established under this article shall be performed by the contractor selected pursuant to paragraph (3) of subdivision (b) of Section 99200. Notwithstanding Section 7550.5 of the Government Code, the findings of this evaluation shall be reported to the State Board of Education, the Governor, and the Legislature on or before July 1, 2002. The evaluation shall assess the impact of the pilot projects on preinterns.~~

~~99234. This article does not apply to the University of California unless the Regents of the University of California, by resolution, make it applicable.~~

~~99235. This article shall become inoperative on June 30, 2002, and, as of January 1, 2003, is repealed, unless a later enacted statute that is enacted before January 1, 2003, deletes or extends the dates on which it becomes inoperative and is repealed.~~